Education MANITOBA

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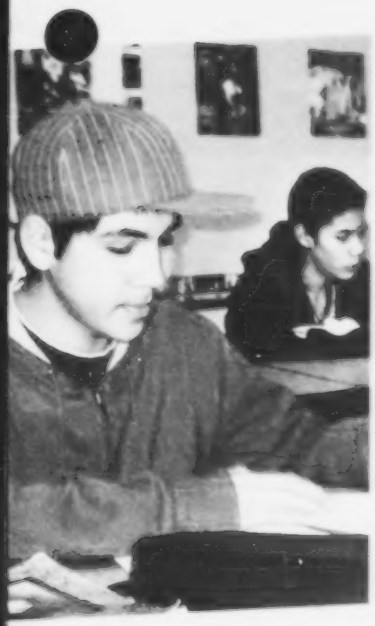
Increasing Aboriginal Students' High School Success: A Message from the Minister

In 2006, six Manitoba high schools, supported by their local Aboriginal communities, joined with Manitoba Education, Citizenship and Youth (MECY) and the Canada Millennium Scholarship Foundation (CMSF) to initiate a project aimed at increasing Aboriginal learners' educational attainment and post-secondary participation rates, and thereby "closing the gap" that exists between Aboriginal and non-Aboriginal learners.

This project, Making Education Work (MEW), involved a five-year pilot research study focused on the needs of Manitoba Aboriginal high school students. It was implemented in six high schools across the province: three in First Nations communities and three in provincial school divisions. MEW was intended to provide additional in-school supports and services to help Grades 10 to 12 Aboriginal students meet their graduation requirements in the best way possible, and to help them enter a post-secondary program. This project also involved research into whether a combination of academic, cultural, individual, community, and career guidance interventions would positively affect Aboriginal students' graduation rates and post-secondary uptake.



In September 2006, a number of students were randomly assigned to begin participating in program interventions. The program elements addressed local issues and provided a coordinated set of interventions to strengthen students' abilities to make decisions on post-secondary pathways that fit with their interests, skills, Aboriginal community context, and labour market needs. Specifically, these interventions included academic and personal supports, individual career development and guidance, cultural development, community service activities and supports, parental involvement, and tutoring and mentoring.

The majority of MEW program students graduated in June 2009, and the remainder are expected to graduate over the following two years. Although the formal evaluation report is not yet available, feedback from those involved at the school level indicates a significant improvement in the student retention rate.

In working together, we are confident that the MEW project has helped us to better understand how to improve the outcomes for Aboriginal learners and strengthen the pathways among secondary schools, post-secondary programs, and the workforce. We are committed to continuing our work with partner groups to ensure all learners receive an education that is both relevant and meaningful.

Honourable Peter Bjornson
Minister of Education, Citizenship and Youth

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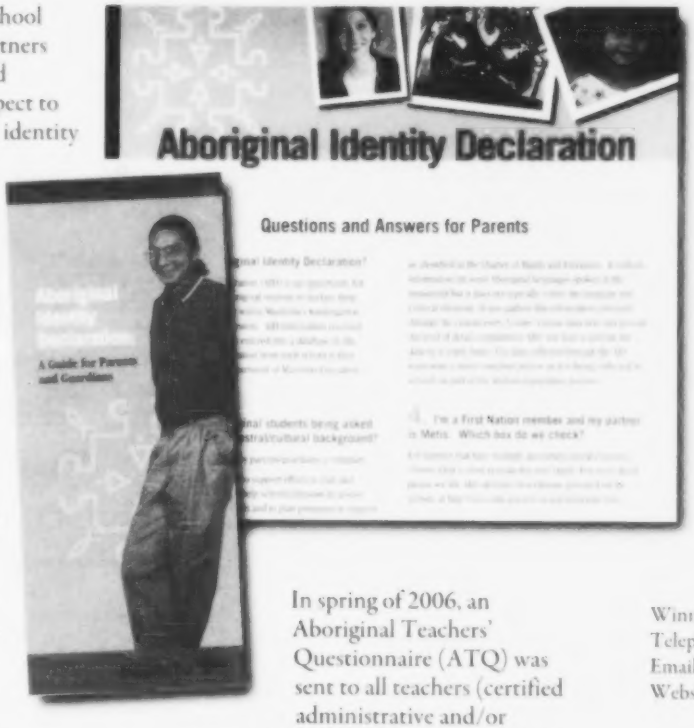
Aboriginal Teachers' Questionnaire

By Aboriginal Education Directorate

Manitoba Education, Citizenship and Youth (MECY) and partnering schools and school divisions throughout the province have worked together in recent years to develop strategies to improve educational outcomes for Aboriginal learners within the education system.



Since the 1999/2000 school year, MECY and its partners have been collecting and recording data with respect to the declared Aboriginal identity of K–12 students. The information provided by parents/guardians at the time of student registration is collected through an initiative called Aboriginal Identity Declaration (AID).

AID information is needed to provide MECY and its partners with reliable student-specific information that will inform policy decisions to support K–12 programming and Aboriginal education initiatives.

Incorporating Aboriginal perspectives in education is a high priority, as it is a first step toward closing the educational gap that exists between Aboriginal and non-Aboriginal learners. Infusion of Aboriginal perspectives in planning and program delivery will ultimately have a positive effect on all learners.

Since its inception, several changes have been made to the AID. These changes were necessary to improve the way the data are collected and recorded, the type of data collected, and how the data will effect positive change in the education system.

While AID is helping to identify the Aboriginal student population in Manitoba schools, MECY is also committed to improving the research base for Aboriginal education by establishing baseline information on the number and location of Aboriginal teachers in Manitoba.

In spring of 2006, an Aboriginal Teachers' Questionnaire (ATQ) was sent to all teachers (certified administrative and/or instructional personnel) in Manitoba. The voluntary questionnaire received a 94.2% response rate. The data provide a baseline for determining teacher training needs in relation to Aboriginal population growth, as well as other trends in Aboriginal education in Manitoba. The statistical information provided in 2006 has been helpful and provides an excellent backdrop to the second phase of this study, which is a near-identical survey that was distributed to all Manitoba teachers in spring 2009.

The 2009 ATQ will provide vital information on the current state of Aboriginal teachers in Manitoba. From this survey, cross-analyses (i.e., Aboriginal teacher to Aboriginal student ratio as well as shifts in declaration) can be utilized from the 2006 survey and with information collected through AID.

The AID and ATQ continue to be vital statistical information streams that assist MECY with measures toward improving Aboriginal education in Manitoba.

For more information, contact:

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Curriculum Update

Several projects are underway in the 2009/2010 school year to develop, revise, and implement new curricula for the Kindergarten to Grade 12 English Program.

The Instruction, Curriculum and Assessment Branch continues to provide workshops for curriculum implementation and related professional learning. Information about regional workshops is posted on the workshop registration system at <https://www4.edu.gov.mb.ca/workshops>.

For a list of compulsory curricula and stock numbers for ordering from the Manitoba Text Book Bureau, refer to <www.edu.gov.mb.ca/k12/cur/csai.html>.

Celebrating a Decade of Online Learning in Manitoba

By Howard Griffith and Donald Girouard

Almost 10 years have passed since Manitoba schools started utilizing web-based courses (WBCs) to help meet student needs.

The first WBC pilot was a single course. Now there is a wide selection of over 40 curriculum-congruent courses available from Grades 9 through 12.

Low student enrollment, small numbers of teachers, and a lack of teachers with specific subject expertise can limit accessibility to high school courses, especially in rural and northern communities. WBCs supplement the range of course offerings, making it easier for students to meet Manitoba graduation requirements as well as pursue their own interests.

The model for online learning in Manitoba is a partnership between MECY and Manitoba schools. MECY designs the WBCs to match Manitoba curricula, using current pedagogical and assessment practices.

Schools and their teachers use WBCs to teach students. There is no charge to schools or teachers for using Manitoba WBCs, but students must be registered in a Manitoba high school or adult learning centre that supports WBC delivery.

Approaching the end of the first decade of WBCs in Manitoba is a good time to pause and reflect on where we have been and where we want to go.

Several initiatives have been undertaken to improve WBC development and implementation, including revising the distance learning policy, improving course design in new and existing courses, upgrading WBC hardware and software, increasing communication with the field, and increasing professional learning and support for teachers. For more information on WBCs, please follow the links below:

Course Development:
<www.edu.gov.mb.ca/k12/tech/wbc/index.html>
or contact Howard Griffith, eLearning Development Consultant, at howard.griffith@gov.mb.ca

Delivery & Support:
<www.edu.gov.mb.ca/k12/dl/wbc/index.html>
or contact Donald Girouard, WBC Delivery Consultant, at donald.girouard@gov.mb.ca

ISO Courses are Helpful Resources

By Marianne Fenn and Myrna Klassen

Through its Distance Learning Unit (DLU), MECY offers over 75 print-based Independent Study Option (ISO) courses in English and 18 courses in French.

Students enrolling in an ISO course receive a print copy of the modules or sequences they have to complete independently, and then they forward their work to a tutor/marker for feedback and assessment. The $124 registration fee includes the cost of the course, tutoring support, and the marking of assignments and lessons.

Schools, teachers, and parents may wish to have a copy of the ISO course for reference purposes only, as they do not require tutoring or marking support. It is possible to purchase a reference copy for $60.00 plus GST. These copies include only the student course materials and not the exams and answer keys. The Reference Copy Order Form can be found at <www.edu.gov.mb.ca/k12/dl/forms/index.html>.

Teachers find these reference copies to be useful, as they are self-contained, curriculum-congruent courses that are written at the students' reading level. Students who need extra support or who have been absent from class for an extended period also find reference copies of distance learning courses to be tremendously valuable.

By utilizing reference copies of ISO courses, schools, teachers, parents, and students can add even more flexibility to their planning and learning.

For more information about ISO courses or distance learning options in Manitoba, please contact:

Distance Learning Unit
Telephone: 204-325-1700
or 1-800-465-9915
Email: distance.learning@gov.mb.ca

Implementation Timelines

Curriculum	Voluntary	System-Wide
Compulsory		
Arts Education: K–8	2008–2010	2010–2011
Mathematics: K–8		2008–2009
Mathematics: 9	2007–2009	2009–2010
Mathematics: 10	2008–2010	2010–2011
Mathematics: 11	2009–2011	2011–2012
Mathematics: 12	2010–2012	2012–2013
Physical Education/Health Education: 11–12		2008–2009
Social Studies: 11	2009–2011	2011–2012
Optional		
Aboriginal Languages and Cultures: K–12		2008–2009
Aboriginal Studies: 12	2006–2009	2009–2010
Career Development: 11–12		2008–2009
English as an Additional Language: K–12	2006–2009	2009–2010
German Language and Culture: 7–12	2008–2010	2010–2011
German Language and Culture: 9–12	2008–2010	2010–2011
Hebrew: K–6	2007–2009	2009–2010
Industrial Arts: Senior Years	2006–2010	2010–2011
Information and Communication Technology: Senior Years		2008–2009
Interdisciplinary Topics in Science: 12	2007–2009	2009–2010
Literacy, Academics, and Language: 9	2007–2009	2010–2011

Braille 200 Celebrations in Manitoba

By Freya Martinot

To honour Louis Braille and 201 years of the Braille code, MECY's Program and Student Services Branch (PSSB) and Educational Resources Branch (ERB) will be hosting a celebration event called "I Love to Read Braille" on January 29, 2010, as part of "I Love to Read" month.

Louis Braille was born January 4, 1809, in Coupvray, France. A childhood injury caused his blindness. When he was 10, he entered the Royal Institute for Blind Youth in Paris, the world's first school for blind children. Influenced by Charles Barbier, inventor of *l'Ecriture Nocturne* (military night writing), Louis developed an ingenious system of reading and writing by means of raised dots. Mr. Braille continued to live and teach at the institute, perfecting what is known today as Braille.

In Manitoba, students who are blind/visually impaired live in communities throughout the province and attend their community schools. A team of PSSB consultants provides support to Manitoba students who are blind or visually impaired. Consultants assist the school team by providing unique and highly specialized expertise that would not usually be available within the local school division. In addition, staff in ERB respond to the resource needs that school divisions have identified for students who are print disabled (blind/visually impaired, physically disabled, and learning disabled) by providing books in alternate formats (audiotape, Braille, large print, and electronic text).

On January 29, 2010, students who are blind/visually impaired, their parents, teachers, educational assistants, and MECY consultants and Braillists will get together and share the common experience of reading Braille. The

celebration will also provide parents and teachers with a chance to meet and talk with others who work with students who are blind/visually impaired and see where Braille books and tactile pictures are produced. Activities will include stories about Louis Braille, how Braille is used by consumers, Braille games, tours, and a demonstration on how a Braille book is made.

For more information, contact:

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School Attendance in Manitoba

By Jean Hallas

In early 2009, MECY contracted Probe Research Inc. to conduct research in the area of school attendance in Manitoba. Through consultation, this initiative explored the issues related to student attendance within our province, with a focus on youth from ages 5 through 18.

The information gathered will inform initiatives that focus on decreasing school leaving and reducing absenteeism.

Pre-existing reports, data, and other information that pertained to the context of school attendance issues in Manitoba were collected and analyzed as part of the process of gathering information for the research. The consultative process involved interviews with representatives of community organizations, education partners, and educators; roundtables with students, educators, and parents; and a publicly accessible website survey.

Youth from rural, northern, and Winnipeg communities were invited to attend youth forums to share their views on attendance-related issues. Parents, community members, and educators participated in evening town hall forums. Representation from the government departments of Family Services and Housing, Health, Justice, and Education, Citizenship and Youth took part in a roundtable discussion about issues related to attendance. Non-governmental organizations, educational associations, and school administrators were also asked to provide their insights by answering a series of questions through executive interviews or fax-back surveys.

In addition, an online web survey was made available in English and French to ensure all interested persons had an opportunity to provide information on this important topic. A list of participating organizations and the interview/facilitator's guide is included in the report.

This fall, MECY, with interdepartmental, school, and community representation, has begun work on a strategy to develop an action plan in response to identified issues.

The final report, *School Attendance in Manitoba, 2009*, which includes key findings and recommendations, can be accessed at the Department website at <www.edu.gov.mb.ca/k12/docs/reports/attendance/index.html>.

For information about the document, contact:

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Information Resources and Professional Learning

By H. Sam Davoodifar and Nessa Herman

Today's educators are on a path of lifelong learning. They are always expanding knowledge in their areas of expertise, discovering new strategies for teaching, and finding new ways to encourage student participation and engagement.

These dedicated educators require a comprehensive collection of professional resources. The Instructional Resources Unit (IRU) of the Educational Resources Branch has a mandate to facilitate educators' access to high-quality educational resources by providing them with a gateway that will support their professional learning.

Digital connectivity and networked electronic resources have dramatically changed and enhanced the ways that educators can access the resources they need. The IRU has developed networked resources that provide Manitoba educators with access to a number of online databases that support educational research, professional learning, and curriculum implementation, and include the latest professional literature in all aspects of teaching and learning.

Library information specialists at the IRU provide expertise by carefully evaluating and acquiring subject-relevant resources in all formats, as well as by modelling strategies for locating and accessing electronic resources. Over the years, IRU has incorporated leading-edge information technologies, creating a virtual library that is accessible to all Manitoba K–12 educators and MECY staff. Through the Virtual Education Information Service, registered patrons have online access to a wide range of authoritative electronic content, including full text journals, online encyclopedias, as well as a growing collection of electronic books.

Access to resources has grown beyond the physical boundaries of the library. Convenient, easy-to-use eBooks can be "checked out" and downloaded through the IRU website, and are available anytime and anywhere on your desktop and/or laptop. EBooks provide equitable, province-wide access to educational resources so that educators are better able to fulfill their ongoing professional learning. To access these eBooks, users require a valid IRU client number and password.

For further information about the IRU's services and collections, contact Reference Services at 204-945-7830, or email iruref@gov.mb.ca.

For technical questions, contact:

H. Sam Davoodifar
Systems/Information Technology Team Leader
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Email: h.sam.davoodifar@gov.mb.ca

Video Conferencing at 1181 Portage Avenue

By John Tooth and Atarrba Wallace

Video conferencing is one way for educators from across Manitoba to access professional learning opportunities. Manitoba Education, Citizenship and Youth (MECY) has installed a Tandberg high definition video-conferencing system at 1181 Portage Avenue in Winnipeg, as well as in the Northern Learning Resource Centre in Thompson.

MECY staff from the Educational Resources Branch recently used this technology to provide Mystery Lake School District teacher-librarians with a two-hour workshop on provincial school library guidelines for the cataloguing and processing of learning resources, and on the use of IRU's free WebExport function. In this workshop, video conferencing allowed for the easy presentation of library professional learning, as well as audio and visual interaction among all of the individuals involved. A further session dealing with school library collection development is currently being planned for Mystery Lake.

Because this technology offers tremendous benefits in terms of reduced travel costs and time requirements, it is being developed as an option for conducting professional learning sessions for school library staff in other locations in rural and northern Manitoba. As many school divisions already have or plan to acquire video conferencing capabilities, MECY and rural and northern school divisions will be able to use this technology to work together and increase access to professional learning in communities throughout the province.

For technical information, contact:

Norbert Dupasquier
Media Technician
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or 1-800-282-8069, ext. 7843
Email: norbert.dupasquier@gov.mb.ca

For school library staff professional learning opportunities, contact:

John Tooth
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Telephone: 204-945-7833
or 1-800-282-8069, ext. 7833
Email: john.tooth@gov.mb.ca

A Teacher's Guide to Vancouver 2010

By Paul Paquin

In 2010, the world is coming to Canada, and educators are just a click away from bringing the experience of the Vancouver Olympic and Paralympic Games into the classroom.

The official Games website includes the /EDU page, which is a portal to education programs for teachers. It provides a load of resources, the opportunity to showcase student projects, and a forum to connect with educators everywhere. Just go to <www.vancouver2010.com/EDU>, and celebrate the gifts of the Games.

From the /EDU web page, users can subscribe to receive general updates from <Vancouver2010.com> or make selections from a general menu. There is also a drop-down *Education Programs* menu that branches into a submenu of choices, including *Feature Programs, Project Showcase, Useful Resources*, and *Teachers' Forum*.

So where to begin? For starters, why not take a ride through the site or watch an inspirational video? Just click on the *Fun Zone* link and go to the *Multimedia Gallery*. Need ideas for learning activities? A large variety of resources can be found for a full range of curricular areas. For example, select *Feature Program*, and the B.C. Ministry of Education's *Sharing the Dream* site will take you to a database of *Lesson Starters* that can be searched by grade level and subject area. If students want to learn more about the athletes, *Feature Programs* will take them to the *Canadian Olympic School Program*, which hosts stories about our Olympians/Paralympians, lesson ideas for teachers, and much more. What are other schools doing? *Project Showcase* presents student projects from across Canada while providing technical guidance for submitting a special class project. Other ideas can be found through the *Useful Resources* link, grouped according to Olympic and Paralympic themes, as well as the three pillars of the 2010 Games (i.e., sport, culture, and sustainability). Finally, the *Teachers' Forum* offers the possibility to share ideas and discuss relevant issues.

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Truly a one-stop shop for educators, the /EDU website will inspire, inform, connect, and entertain. Go ahead! Click on it and start sharing the dream!

For more information, contact:

Paul Paquin
Curriculum Consultant – Physical and Health Education
Telephone: 204-945-3529
or 1-800-282-8069, ext. 3529
Email: paul.paquin@gov.mb.ca

ESD Update

By Anne MacDiarmid

Eco-Globe Schools Recognized

Several Eco-Globe schools were recently recognized for their education for sustainable development (ESD) initiatives. ESD is embedded in the curriculum, and many schools strive for local action that incorporates global perspectives. Schools are encouraged to plan for recognition this year by promoting ESD as a whole-school initiative, and by applying to the Eco-Globe program at one of three levels of participation: Awareness, Action, and Transformation.

Another Successful SEdA

MECY and York University recently completed the third Sustainability and Education Academy (SEdA) for senior administration of school divisions. This conference helps school divisions transform their systems to better meet the needs and aspirations of their students, and helps them create a culture of sustainable development that is integrated into all aspects of the K-12 education system.

Global Citizenship and Sustainability

MECY is currently developing a replacement for the optional Grade 12 World Issues course. This new social studies course will focus on contemporary global issues and have a citizenship and sustainability perspective.

New ESD–Arts PD Program

MECY is also pleased to announce a new ESD-Arts professional development program in partnership with ArtsJunktion. Educational workshops for teachers will be provided to help them integrate the arts and ESD.

To learn more about these initiatives, visit the MECY-ESD website at <www.edu.gov.mb.ca/k12/esd> or contact:

Anne MacDiarmid
Sustainable Development Consultant
Telephone: 204-945-6943
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School Counsellor Certificate

Manitoba Education, Citizenship and Youth is pleased to announce that, effective July 1, 2009, a new School Counsellor Certificate was introduced and is available to Manitoba certified teachers. This specialist certification was recommended by the Teacher Education and Certification Committee (TECC), which consists of representatives from educational stakeholder groups. The certificate requirements support and recognize the professional preparation and education necessary to effectively carry out the responsibilities of a school counsellor within the school setting.

Further information regarding the eligibility and guidelines for the certification of school counsellors is available at <www.edu.gov.mb.ca/certification>, or by contacting:

Donna Evanchuk
Professional Certification and Student Records Unit
Telephone: 204-773-2998, ext. 237,
or 1-800-667-2378, ext. 237

MERN Manitoba Education
Research Profile
www.mern.ca
Connecting research in education ⟷ to policy and practice

The Governance of Education in Canada

By Dr. Jon Young

My research interests have always been driven by a commitment to public education in Manitoba and across Canada, and by my own interest in comparative inquiry and collaborative writing.

Currently, I am working on the following two particular aspects of that agenda: the changing patterns in the governance of teacher education in Canada, and the changing role of school boards in Manitoba and their importance as institutions of community voice and localism in public education.

The governance of initial teacher education: While ultimate authority for almost all aspects of public education resides with the provincial government, by the 1980s *de facto* authority over initial teacher preparation in Canada had come to reside with universities. Certification regulations simply required a Bachelor of Education degree from a Manitoba university (or equivalent from outside of Manitoba). In the last 20 years, this has changed and is continuing to change. My research documents these changes in selected provinces – Manitoba, British Columbia, and Quebec – and will examine similarities and differences between provinces and the potential impact of these differences on the teaching profession.

The research examines three different models of governance and their different interests: the *political mode*, where government controls decision making in initial teacher preparation; the *institutional mode*, where universities control the decision making; and the *professional mode*, where control is in the hands of the teaching profession. While each mode shares a common interest in high-quality teaching, each model also has its own particular interests: for government, public policy; for the university, research and critical inquiry; and for the profession, expert practice. This research explores the interplay among these models, and the differences among the provinces in the dominance of particular models.

While there are a number of common developments across provinces, such as the increasingly active role of provincial governments, the research suggests that each province has a distinctly different orientation or emphasis. In Ontario and British Columbia, the College of Teachers has the authority to set certification standards for the province, so the profession has come to exert increased authority over initial teacher preparation. In Manitoba, the research suggests that the universities still retain most of the practical authority over initial teacher preparation. In Quebec, the provincial government has gone the furthest in exercising its authority by establishing standards for teacher preparation and for accrediting teacher education institutions.

As this research project develops, I will be looking in more detail at these different approaches and what effect, if any, they have on teachers' professional identities and the nature of teachers' work. In particular, I will examine the effects of the implementation of the labour mobility requirements of the Agreement on Internal Trade that are scheduled to come into effect this year, which is intended to require that all provinces accept each others' teaching certificates at face value without imposing additional certification requirements.

School Boards and Local Autonomy in Manitoba: A second ongoing research interest is the changing role of school boards across Canada and particularly in Manitoba. School boards are one of Canada's most enduring forms of elected representation. While undergoing considerable changes in terms of size, structure, and function, they have remained important institutions for local participation in public education. In recent years, school boards in many provinces have been weakened through the centralization of governing authority, school board amalgamations, the removal of local taxation authority for education, and movement toward province-wide collective bargaining.

While Manitoba has not engaged in many of these centralizing initiatives, there continues to be considerable debate about whether to do so. This research seeks to examine these Manitoba debates and to provide an analysis grounded in a commitment to public education – education based on public access and equity, adequate public funding, and public participation.

Profile

Dr. Young is a Professor in the Faculty of Education at the University of Manitoba and a Special/Visiting Professor at the University of Nottingham, England. He is co-author, with B. Levin and D. Wallin, of *Understanding Canadian Schools: An Introduction to Educational Administration*. In addition to the research interests outlined in this profile, he retains a career-long interest in equity issues and multicultural education, and has edited two books and numerous articles and book chapters on this topic.

MEW Rewards Both Students and Teachers

By Audrey Guiboche, Making Education Work Teacher
Helen Betty Osborne Ininiw Education Resource Centre, Frontier School Division

It's 8:25 a.m. and a student rushes up to me as I go to unlock my classroom door.
"Mrs. Guiboche, I can't find my binder!" she exclaims.

"Okay," I say to her. "Where's the last place you remember having it?"

She tells me that she gave it to her friend the day before to put away, and now the friend is not in school.

"Well, we need to call her," I say.

I flick the lights on as I enter the Making Education Work (MEW) classroom, and walk over to put my bag beside my desk. As I turn around to take off my jacket, I feel two arms come around me in a hug. Without knowing who it is, I automatically hug back, and as I do, I try to identify this person. I also try to comfort the other student, who still appears desperate and is waiting for me to help her find her binder.

These are the moments I live for in my classroom. It has been a continuously rewarding experience since I was given this opportunity in 2006, after applying for an advertised position when the MEW program began. Teaching in a MEW classroom requires being able to establish trust relationships, and this is something I have been able to do with the majority of my students. I feel the vibrant cycle of ongoing events among those in my class, and I am grateful that they have chosen to make me a part of their daily school lives.

That is not to say I have been able to establish meaningful and satisfying relationships with every one of my students. The MEW program is a microcosm of any high school in the province: there are high achievers, there are mid-range students, and there are those who are at risk. The unifying quality among all these students in MEW, however, is that all of their school lives are my ultimate responsibility.

For the students, the MEW program is different because of its holistic approach—that is, its focus on acknowledging students' mental, emotional, spiritual, and physical aspects, as well as its approach to problem solving with the students. We monitored and tracked their educational programming, guiding and advising them as they progressed upward after they achieved each hard-earned credit.

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We have had tremendous successes at all levels with our students. Working with these young people has been an exhilarating, stupefying, and fulfilling journey. They have given me insight into their world, where I have seen heartbreak, joy, grief, determination, fear, and longing. You name it, we've experienced it in our MEW classroom over the past three years.

Education
MANITOBA

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The newsletter includes articles from the education community and from Manitoba Education, Citizenship and Youth. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

Distribution:

Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at <www.edu.gov.mb.ca/k12/newsletter/>.

A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact Information:

We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

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We also want to hear what you think about our newsletter. Please send your comments, ideas, and suggestions to the address specified above.

Manitoba